

Collier County Public Schools

Tommie Barfield Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Positive Culture & Environment	23
Budget to Support Goals	24

Tommie Barfield Elementary School

101 KIRKWOOD ST, Marco Island, FL 34145

<https://www.collierschools.com/tbe>

Demographics

Principal: Alyssa Ledbetter

Start Date for this Principal: 7/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (78%) 2017-18: A (74%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	24

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<https://www.collierschools.com/tbe>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to recognize individual genius, build confidence, and create leaders.

Provide the school's vision statement.

TBE will foster academic excellence, nurture personal integrity, and encourage a commitment to lifelong learning in a diverse society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ledbetter, Alyssa	Principal	As the principal it is my responsibility to ensure a safe and high quality learning environment for all students, while informing and including our stakeholders in the process. Our leadership team meets weekly to review data collected through various forms of monitoring strategies. Data is then used by the leadership team to plan for curriculum and instructional needs throughout all grade levels. Weekly revisions of instructional implications occur to ensure the most effective instruction is taking place. The principal serves as an instructional leader with a clear school-wide focus.
Franklin, Dana	Assistant Principal	As the assistant principal of curriculum, I serve on the school's leadership team. It is my responsibility as a building leader to support instruction and provide feedback to each classroom teacher. As a leadership team, we plan and create opportunities for our teachers, parents, and community members to engage with our students and promote positive school culture. I am able to make data driven decisions for the benefit of all students. As the assistant principal, I also oversee and support our school-wide positive behavior support model.
Skudnig, Molly	Instructional Coach	As a Literacy Coach and member of the school leadership team, my primary focus is to provide staff with instructional support in the area of ELA. I support, monitor, plan, and provide feedback to teachers as they deliver reading instruction. I work with the teachers weekly in collaborative planning to ensure data driven decisions are made based on data and instructional strategies used. In addition, I provide mentoring support to teachers both new to our building, as well as new to the area of teaching. My ultimate goal is to increase the instructional capacity within the building and promote growth in student achievement.

Demographic Information

Principal start date

Monday 7/12/2021, Alyssa Ledbetter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

463

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data**Early Warning Systems****2021-22**

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	74	73	66	74	84	96	0	0	0	0	0	0	0	467	
Attendance below 90 percent	0	1	5	5	7	3	4	0	0	0	0	0	0	25	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	8	7	0	0	0	0	0	0	0	0	0	16	
Course failure in Math	0	1	6	4	0	5	0	0	0	0	0	0	0	16	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	1	0	0	0	0	0	0	0	7	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	7	0	0	0	0	0	0	0	12	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	1	4	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	59	70	80	97	82	0	0	0	0	0	0	0	454
Attendance below 90 percent	0	3	2	1	5	1	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	59	70	80	97	82	0	0	0	0	0	0	0	454
Attendance below 90 percent	0	3	2	1	5	1	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				84%	60%	57%	82%	61%	56%
ELA Learning Gains				71%	59%	58%	71%	62%	55%
ELA Lowest 25th Percentile				63%	51%	53%	57%	54%	48%
Math Achievement				91%	68%	63%	88%	69%	62%
Math Learning Gains				74%	64%	62%	76%	65%	59%
Math Lowest 25th Percentile				77%	55%	51%	73%	55%	47%
Science Achievement				89%	59%	53%	74%	60%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	61%	19%	58%	22%
Cohort Comparison						
04	2021					
	2019	79%	58%	21%	58%	21%
Cohort Comparison		-80%				
05	2021					
	2019	79%	60%	19%	56%	23%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	89%	68%	21%	62%	27%
Cohort Comparison						
04	2021					
	2019	86%	65%	21%	64%	22%
Cohort Comparison		-89%				
05	2021					
	2019	86%	67%	19%	60%	26%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	83%	56%	27%	53%	30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Kindergarten-2nd Grade Progress Monitoring Tool: iReady Diagnostics

3rd-5th Grade Progress Monitoring Tool: District Quarterly Benchmark Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(26/57) 46%	(42/58) 72%	(50/59) 85%
	Economically Disadvantaged	(13/33) 39%	(20/32) 63%	(4/5) 80%
	Students With Disabilities	(2/7) 29%	(2/6) 33%	(4/7) 57%
	English Language Learners	(5/13) 38%	(7/13) 54%	(10/13) 77%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(34/71) 48%	(52/74) 70%	(62/72) 86%
	Economically Disadvantaged	(12/35) 34%	(21/36) 58%	(2/3) 67%
	Students With Disabilities	(2/12) 17%	(6/12) 50%	(9/12) 75%
	English Language Learners	(5/18) 28%	(7/18) 39%	(13/17) 76%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(56/78) 72%	(64/83) 77%	(60/81) 74%
	Economically Disadvantaged	(15/30) 50%	(18/31) 58%	(19/34) 56%
	Students With Disabilities	(6/13) 46%	(6/11) 55%	(6/12) 50%
	English Language Learners	(5/14) 36%	(5/14) 36%	(5/14) 36%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(63/74) 85%	(66/83) 80%	(53/80) 66%
	Economically Disadvantaged	(22/29) 76%	(22/31) 71%	(16/34) 47%
	Students With Disabilities	(7/12) 58%	(7/11) 64%	(4/12) 33%
	English Language Learners	(11/14) 79%	(11/14) 79%	(4/14) 29%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(70/95) 74%	(72/93) 77%	(75/95) 79%
	Economically Disadvantaged	(25/40) 63%	(24/39) 62%	(30/40) 75%
	Students With Disabilities	(3/7) 43%	(3/7) 43%	(3/7) 43%
	English Language Learners	(10/22) 45%	(7/21) 33%	(15/21) 71%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(74/94) 79%	(77/93) 83%	(60/93) 65%
	Economically Disadvantaged	(23/39) 59%	(27/39) 69%	(17/38) 45%
	Students With Disabilities	(2/7) 29%	(2/7) 29%	(1/7) 14%
	English Language Learners	(8/21) 38%	(11/21) 52%	(5/21) 24%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(50/81) 62%	(58/85) 68%	(59/87) 68%
	Economically Disadvantaged	(22/40) 55%	(25/41) 61%	(25/41) 61%
	Students With Disabilities	(5/12) 42%	(4/12) 33%	(4/12) 33%
	English Language Learners	(4/13) 31%	(5/13) 38%	(4/13) 31%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(66/82) 80%	(77/85) 91%	(52/87) 60%
	Economically Disadvantaged	(29/40) 73%	(35/41) 85%	(21/41) 51%
	Students With Disabilities	(7/13) 54%	(8/12) 67%	(5/12) 42%
	English Language Learners	(6/13) 46%	(9/13) 69%	(5/13) 38%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	(51/82) 62%	(65/85) 76%	(63/87) 72%
	Economically Disadvantaged	(20/41) 49%	(27/41) 66%	(26/41) 63%
	Students With Disabilities	(6/13) 46%	(6/12) 50%	(6/12) 50%
	English Language Learners	(3/13) 23%	(6/13) 46%	(5/13) 38%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	34	31		40	46		50				
ELL	51	35		65	50		47				
HSP	59	48	20	72	59	55	63				
WHT	85	54		91	64		81				
FRL	63	43	31	73	57	54	63				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	51	56	50	63	59	53	67				
ELL	74	69	60	83	76	80	75				
HSP	76	67	59	84	74	77	87				
WHT	88	72	65	94	73	76	90				
FRL	78	68	68	86	69	70	81				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	41	31	60	67	74	47				
ELL	70	83	80	70	75						
HSP	75	67	56	83	69	71	68				
WHT	85	73	55	89	80	74	75				
FRL	74	71	52	81	72	72	67				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Observed data from progress monitoring tools as well as state assessment data show a significant decrease in students meeting standards in ELA, especially those students in the lowest 25%. These students did not show adequate growth in iReady assessment throughout the diagnostic assessments. They also showed a 30 point decrease from FY19 in reading lowest 25% making gains. Students in 5th and 3rd grade also decreased their overall ELA proficiency on the state assessment.

Observed data from progress monitoring tools as well as state assessment data also shows a significant decrease in students meeting standards in math. The overall proficiency for math on the state assessment decreased 6 points from FY19 to FY21. Students making gains in math and students in the lowest 25% making gains in the area of math also decreased by 12 and 16 points from FY19 to FY21. Proficiency in 3rd, 4th, and 5th grade decreased in FY21 on state assessment data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In ELA, students in the lowest 25% making gains is the greatest need for improvement. This school grade category decreased 30 percentage points from the FY19 school year.

In Math, students in the lowest 25% making gains is also an area that demonstrates a need for improvement. This school grade category decreased 16 percentage points from the FY19 school year.

In ELA, students making gains is another area that demonstrates a need for improvement. This school grade category decreased 18 percentage points from the FY19 data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

These three areas demonstrated the largest decrease in overall proficiency from FY19 to FY21.

Specific tracking of student progress, related to making gains will be needed to support improvement in these categories. Data tracking throughout the year must be consistent and align with making gains. Progress monitoring tools will be used throughout the year and support the data needed to track progress and ensure improvement in these categories.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

4th Grade ELA was the only subject area that increased in proficiency from FY19 to FY21. Within this data, students receiving a level 1 and 2 also decreased and students receiving a level 4 and 5 increased. This group of students increased their overall proficiency by 2 percentage points from FY19 in ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In FY21, two highly effective 3rd grade teachers moved to 4th grade. The 4th grade team began to utilize a departmentalization schedule, which allowed for more purposeful planning and lesson execution.

What strategies will need to be implemented in order to accelerate learning?

All grade levels will utilize a new reading curriculum with embedded on grade level phonics, comprehension and vocabulary support. The new curriculum will promote on grade level instruction and grade level appropriate assignments. Students will now spend the entire reading block engaged in grade level text, which will accelerate learning and help to close achievement gap.

Teachers will participate in weekly collaborative planning sessions where math curriculum, instruction, and assessment are discussed. School-wide WIG has been developed and implemented in the area of math for further tracking of data on the student, class, and school-wide levels.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing weekly support for teachers and school leaders in the area of reading will be given to ensure appropriate use of new reading curriculum. Literacy Coach will participate in weekly professional development opportunities through both district and reading adopted material HMH. This professional development will then be replicated throughout weekly collaborative planning sessions with teams, as well as weekly morning professional learning sessions with staff. The professional learning opportunities will consist of curriculum knowledge, assessments, monitoring strategies, and standard alignment.

District professional development, in the area of math will be provided to school staff on a monthly basis. This professional development will include lesson plan development and standard alignment as well as assessment creation and monitoring.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Monthly data meetings will be held for consistent monitoring and tracking of school data. Data analysis will focus on student gains and track individual progress towards goals. Both reading and math school-wide WIG will be in place to track, monitor and celebrate success as students move towards their goals. Additional student level tracking, school-wide, will take place weekly, as well as with each progress monitoring assessment.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	There has been a trend over the past four years of testing that the students in the ELA Lowest 25% has consistently been the lowest performing school grade category. Although there was significant gains from FY17 to FY19, the school grade category decreased 30 percentage points in FY21.
Measurable Outcome:	By the end of the 21-22 school year, the percent of students in the lowest 25% making gains for ELA category will increase 20 percentage points from 33% to 53% in FY22. Data walls will be the tool used to monitor this area of focus. Leadership team will monitor the implementation of data walls to track individual student data. Data walls will consist of student data on past state assessments, as well as progress monitoring assessments throughout the year. Demographics will also be included in the data analysis to track student subgroups. Subgroups that will be a focus during data analysis will be L25, ELL, and ESE students. Monthly data meetings will be used to discuss and monitor data and plan for instructional implications. In addition to monthly monitoring, this data will be monitored after each quarterly benchmark assessment.
Monitoring:	School-wide ELA WIG (Widely Important Goal) has been adjusted to ensure it is consistent with student tracking and meeting specific gains. The school-wide WIG will utilize iReady typical growth for all students in kindergarten through 5th grade. This data will be tracked and monitored after each progress monitoring (diagnostic) assessment which occurs three times a year.
Person responsible for monitoring outcome:	Alyssa Ledbetter (ledbea@collierschools.com)
Evidence-based Strategy:	Graphic Organizers After reviewing data from the past several years, students in the lowest 25% struggle to make gains in ELA. These students are not processing grade level content that is presented and need support in how to understand and apply information that they read. Graphic organizers help students break down content and allow them to visualize various aspects within the content. They also support students ability to construct ideas, organize and/or sequence information, plan what to write, and increase reading comprehension. Graphic organizers is a strategy that can be used at any grade level, with any content, and in both small and whole group instruction. Providing students with tools and strategies used to comprehend information will support their understanding of content presented.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

1. Using Data Notebooks, students will set and track personal ELA WIG, which will be focused on making gains and individual progress and growth.

Person Responsible Molly Skudnig (skudnm@collierschools.com)

2. 4 Disciplines of Execution will be used in each classroom to track lead measures and support the school-side Wildly Important Goal. (WIG)

Person Responsible Molly Skudnig (skudnm@collierschools.com)

3. Monthly data meetings will be used to identify student needs and interventions. They will also be used to specifically track students in the lowest 25 percent.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

4. Weekly collaborative planning sessions will be used to develop and discuss effective instructional practices; use of graphic organizers in weekly instruction.

Person Responsible Molly Skudnig (skudnm@collierschools.com)

5. Progress monitoring will be used to monitor student performance, adjust instruction, and realign support if needed.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

6. Use of the teacher evaluation model to monitor instruction and provide meaningful feedback to teachers throughout the year.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

7. Differentiate and intensify professional development for teachers based on progress monitoring data.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	School grade category of reading making gains has historically been one of the lowest reporting categories over the past four years. This category made no progress from FY18 to FY19 and then decreased 18 percentage points from FY19 to FY21. This was the second largest decrease in reporting categories from FY21.
Measurable Outcome:	By the end of the 21-22 school year, the percent of students making a gain in the area of ELA will increase 15 percentage points, from 53% to 68%.
Monitoring:	<p>Data walls will be the tool used to monitor this area of focus. Leadership team will monitor the implementation of data walls to track individual student data. Data walls will consist of student data on past state assessments, as well as progress monitoring assessments throughout the year. Demographics will also be included in the data analysis to track student subgroups. Monthly data meetings will be used to discuss and monitor data and plan for instructional implications. In addition to monthly monitoring, this data will be monitored after each quarterly benchmark assessment.</p> <p>School-wide ELA WIG (Widely Important Goal) has been adjusted to ensure it was consistent with student tracking and meeting specific gains. The school-wide WIG will utilize iReady typical growth for all students in kindergarten through 5th grade. This data will be tracked and monitored after each progress monitoring (diagnostic) assessment three times a year.</p>
Person responsible for monitoring outcome:	Alyssa Ledbetter (ledbea@collierschools.com)
Evidence-based Strategy:	<p>Comprehension Connection Strategies</p> <ol style="list-style-type: none"> 1. Questioning 2. Inference 3. Metacognition
Rationale for Evidence-based Strategy:	Data has shown that students have difficulty making gains in the area of ELA. Many of these students are performing at a proficient level, however they are not making the gains needed to continue to make growth. Teaching students specific strategies on how to better process abstract content that is presented to them in grade level text will allow them to more efficiently gain understanding of information and apply that knowledge. Teachers will utilize comprehension connection strategies within their planning and instruction. These three strategies will be purposefully planned for throughout reading instruction to help students process and comprehend grade level text and beyond. These comprehension strategies allow students to bridge the gap between concrete and abstract thinking and processing. If these comprehension strategies are used consistently and purposefully, they will be powerful enough to reach the targeted goals.

Action Steps to Implement

1. Using Data notebooks, students will set and track a personal ELA WIGs, which will be focused on making gains and individual progress and growth.

Person Responsible Molly Skudnig (skudnm@collierschools.com)

2. 4 Disciplines of Execution will be used in each classroom to track lead measures and support the school-side Widely Important Goal. (WIG)

Person Responsible [no one identified]

3. Monthly data meetings will be used to identify student needs and interventions. They will also be used to specifically track students and their gains.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

4. Weekly collaborative planning sessions will be used to develop and discuss effective instructional practices and purposely plan comprehension connection strategies; questioning, inferencing and metacognition.

Person Responsible Molly Skudnig (skudnm@collierschools.com)

5. Leadership team members will review lesson plans to ensure comprehension connection activities are present. Administration will use both formal and informal observations to monitor the use to strategies within classroom instruction.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

6. Progress monitoring will be used to monitor student performance, adjust instruction and realign support if needed.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Performance of the students in the lowest 25% in the area of math made significant gains from FY17 to FY19, however in FY21 the school grade category decreased 16 percentage points. In addition, the overall proficiency of students in the area of math decreased 6 percentage points from FY19. Students in the lowest 25% did not make adequate growth in math.

Measurable Outcome: By the end of 21-22 school year, the percent of students in the lowest 25% making gains in math will increase 12 percentage points, from 61% to 73%.

Monitoring: Data walls will be the tool used to monitor this area of focus. Leadership team will monitor the implementation of data walls to track individual student data. Data walls will consist of student data on past state assessments, as well as progress monitoring assessments throughout the year. Demographics will also be included in the data analysis to track student subgroups. Subgroups that will be a focus during data analysis will be L25, ELL, and ESE students. Monthly data meetings will be used to discuss and monitor data and plan for instructional implications. In addition to monthly monitoring, this data will be monitored after each quarterly benchmark assessment.

School-wide Math WIG (Widely Important Goal) has been adjusted to ensure it was consistent with student tracking and meeting specific gains. The school-wide WIG will utilize exit tickets as a way to track student data. Exit tickets will be collected on a weekly basis and monitored at monthly data meetings.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Exit Tickets

Rationale for Evidence-based Strategy: Exit tickets is a strategy used to monitor student performance on specific content areas. Using exit tickets will allow teachers to monitor student understanding and intervene and/or reteach when necessary. Monitoring exit tickets across teachers will display grade level trends that can be addressed and supported in weekly collaborative planning sessions. Weekly exit tickets will be tracked by individual students, teachers, grade levels, and the school. Exit tickets are an effective formative assessment that can shape instructional decisions made by teachers on a daily basis. If exit tickets are used consistently then this strategy will be powerful enough to reach our goal.

Action Steps to Implement

1. Leader In Me Student Data Notebooks will be used for students to set and track Math WIG's, which will focus on making gains and individual student progress and growth.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

2. Monthly data meetings will be used to identify student needs and interventions. They will also be used to specifically track students in the lowest 25 percent.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

3. Weekly collaborative planning sessions will be used to develop upcoming exit tickets. Teachers will also discuss data from previous exit tickets to see if reteaching and/or further differentiation is needed.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

4. Progress monitoring will be used to monitor student performance, adjust instruction, and realign support if needed.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

5. Use of the teacher evaluation model to monitor instruction and provide meaningful feedback to teachers throughout the year.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

6. Differentiate and intensify professional development for teachers based on progress monitoring data.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Tommie Barfield Elementary reported 0.2 incidents per 100 students. This rate is less than the statewide elementary rate for 1.0 incidents per 100 students. Incidents were ranked as low or very low. Currently there are no areas of concern. Leader in Me program and school-wide PBIS (Positive Behavior Support) will be used to continue to promote positive student behavior.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Tommie Barfield Elementary is a Leader in Me school that focuses on teaching and practicing the 7 Habits of Highly Effective People. The Leader in Me framework supports three pillars of leadership, academics, and culture. Staff assembled action teams support areas within each pillar. Within the pillar of culture, students and staff support the leadership environment, both physical as well as the social emotional environment. Leader in Me framework also ensures students have opportunities to engage in leadership

clubs, activities, and roles. This supports the needs for all students to have a sense of belonging within the school. TBE has also began a district wide initiative called Connect for Success. This initiative allows all students and staff to engage in purposeful social emotional lessons where they have the opportunity to create distinguished positive relationships with their teacher, as well as their peers. Student and staff Panorama data helps school leadership plan, monitor, and support various areas of school culture.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders include all staff, students, parents, and community members. Parents and community members have the opportunity to engage in school-wide organizations, such as SAC and PTO. These organizations work to ensure the environment within the school remains positive and focused on students wellbeing.

As a Leader in Me school, our parents have the opportunity to participate in a MRA survey(Measurable Results Assessment). Data retrieved by this survey helps the school develop and support needs centered around promoting a positive school culture.

Teachers and school staff all utilize a Positive Behavior Support System where they promote and reward school-wide expectations.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00